

# Missouri Department of Elementary and Secondary Education Special Education State Profile

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a six-year plan that includes targets for student performance indicators and improvement activities designed to enable districts (regular districts, charter schools and state operated programs) and the state to meet those targets. Missouri is also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://www.dese.mo.gov/divspeced/SPPpage.html>.

The purpose of this profile is to:

- a. Provide information to the public about the performance of districts on the SPP Indicators
- b. Address other outcomes measures for students receiving special education services.

Page 1 of this profile summarizes whether the State met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile, however most of the data are reported by the LEAs directly to DESE.

See [http://www.dese.mo.gov/divspeced/DataCoord/documents/District\\_Profile\\_Review\\_Guide10.pdf](http://www.dese.mo.gov/divspeced/DataCoord/documents/District_Profile_Review_Guide10.pdf) or the Special Education Profile Review Guide

**Questions? Please contact Special Education - Data Coordination at 573-751-7848 or [webreplyspedc@dese.mo.gov](mailto:webreplyspedc@dese.mo.gov).**

### SPP Targets and District Status

SPP Indicator*	State Data 2009-10	Target 2009-10	Target 2010-11
<b>Early Childhood Special Education Data</b>			
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12)	98.58%	Not Met	= 100.00% = 100.00%
Percent of children in ECSE who demonstrated improved: (SPP 7)			
Positive social-emotional skills:	Summary Statement 1	92.22%	Met ≥ 83.30% ≥ 83.40%
	Summary Statement 2	53.73%	Met ≥ 49.90% ≥ 50.00%
Acquisition and use of knowledge and skills:	Summary Statement 1	93.77%	Met ≥ 84.30% ≥ 84.40%
	Summary Statement 2	42.20%	Met ≥ 38.10% ≥ 38.20%
Use of appropriate behaviors to meet needs:	Summary Statement 1	91.36%	Met ≥ 81.50% ≥ 81.60%
	Summary Statement 2	59.42%	Met ≥ 54.50% ≥ 54.60%
<b>Child Count and Educational Environment Data</b>			
Percent of children with IEPs inside regular class at least 80% of the day (SPP 5a)	59.76%	Met	≥ 59.00% ≥ 59.50%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5b)	9.56%	Met	≤ 10.30% ≤ 10.20%
Percent of children with IEPs served in separate settings (SPP 5c)	3.58%	Not Met	≤ 3.55% ≤ 3.50%
Was <b>district</b> identified as having disproportionally of racial/ethnic groups in special education that is the result of inappropriate identification? (SPP 9/10)	NA		
<b>Assessment Data</b>			
Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) - (SPP 3b)	99.71%	Met	≥ 95.00% = 95.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) - (SPP 3b)	99.64%	Met	≥ 95.00% = 95.00%
Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) (SPP 3c)	26.12%	Not Met	≥ 67.40% ≥ 75.50%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3c)	29.18%	Not Met	≥ 63.30% ≥ 72.50%
<b>Evaluation Data</b>			
Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (SPP 11)	96.76%	Not Met	= 100.00% = 100.00%
<b>Parent Survey Data</b>			
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)	69.25%	Not Met	≥ 77.50% ≥ 80.00%
<b>Suspension/Expulsion Data</b>			
Was <b>district</b> identified as having significant discrepancies in suspension/expulsion rates? (SPP 4a)	NA		
<b>Secondary Transition Data</b>			
Graduation rate for students with disabilities (SPP 1)	80.72%	Met	≥ 74.50% ≥ 75.00%
Dropout rate for students with disabilities (SPP2)	4.10%	Met	≤ 4.90% ≤ 4.80%
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13)	91.31%	Not Met	= 100.00% = 100.00%

\*Only those indicators for which data are available and/or targets have been established are included in this summary.

## Early Childhood Special Education (ECSE) Data

### Early Childhood Special Education Child Count and Participation Rates

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-pK5			
	2007-08	2008-09	2009-10
Child Count	11,387	11,017	11,134
Participation Rate	6.10%	5.90%	5.96%

Source: District reported data via MOSIS and/or Core Data Screen 11 and census data (2003 estimates)

Participation Rate = Child Count / Census

### Early Childhood Special Education Educational Environments (ages 3-pK5) (SPP 6)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments	2007-2008		2008-2009		2009-2010	
	#	%	#	%	#	%
In the regular early childhood program:						
♦ at least 80%	5,509	48.38%	5,077	46.08%	4,895	43.96%
♦ 40-79%	1,407	12.36%	1,306	11.85%	1,270	11.41%
♦ less than 40%	454	3.99%	460	4.18%	615	5.52%
Separate Class	2,629	23.09%	2,796	25.38%	2,866	25.74%
Separate School	200	1.76%	202	1.83%	189	1.70%
Residential Facility	2	0.02%	2	0.02%	0	0.00%
Home	185	1.62%	130	1.18%	129	1.16%
Service Provider location	1,001	8.79%	1,044	9.48%	1,170	10.51%
Total Early Childhood	11,387	100.00%	11,017	100.00%	11,134	100.00%

Source: District reported data via MOSIS and/or Core Data Screen 11

Percentage = Educational Environment / Total Educational Environment

### Transition from First Steps (Part C) (SPP 12)

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

Reporting Year	2005-06	2006-07	2007-08	2008-09	2009-10
Number referred and eligible	331	160	229	140	211
IEPs developed within acceptable timelines	317	149	223	133	208
Percent developed within acceptable timelines	95.77%	93.13%	97.38%	95.00%	98.58%

Note: Data are collected from districts in the year prior to MSIP review; therefore statewide reporting includes approximately 1/5 of all school districts in the state each year.

### Early Childhood Outcome Data (SPP 7)

Districts are required to assess children's abilities when they begin and end receiving ECSE services. The following table indicates the progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

Outcomes:	Social Emotional Skills		Acquiring and Using Knowledge and Skills		Taking Appropriate Action to Meet Needs	
	#	%	#	%	#	%
2009-2010 School Year						
Percent of children who						
a. did not improve functioning	70	1.59%	88	2.00%	79	1.80%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	186	4.23%	150	3.41%	193	4.39%
c. improved functioning to a level nearer to same-age peers but did not reach	1,778	40.45%	2,303	52.39%	1,512	34.39%
d. improved functioning to reach a level comparable to same-aged peers	1,256	28.57%	1,282	29.16%	1,365	31.05%
e. maintained functioning at a level comparable to same-aged peers	1,106	25.16%	573	13.03%	1,247	28.37%
Total	4,396	100.00%	4,396	100.00%	4,396	100.00%

#### Summary Statements

1. Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time they exited	92.22%	93.77%	91.36%
2. Percent of children who were functioning within age expectations by the time they exited.	53.73%	42.20%	59.42%

Summary Calculations:

$$1. ((c+d)/(a+b+c+d))*100$$

$$2. ((d+e)/(a+b+c+d+e))*100$$

## Child Count and Educational Environment Data

### Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Total Excluding PPPS	Incidence Rate 2009-10
Mental Retardation	10,707	16	10,691	1.03%
Emotional Disturbance	7,115	26	7,089	0.68%
Speech Impairment	22,109	987	21,122	2.03%
Language Impairment	10,636	226	10,410	1.00%
Orthopedic Impairment	560	12	548	0.05%
Visual Impairment	498	5	493	0.05%
Hearing Impairment	1,213	25	1,188	0.11%
Specific Learning Disabilities	37,241	554	36,687	3.53%
Other Health Impairment	18,021	250	17,771	1.71%
Deaf/Blindness	32	0	32	0.00%
Multiple Disabilities	1,497	8	1,489	0.14%
Autism	6,417	100	6,317	0.61%
Traumatic Brain Injury	461	3	458	0.04%
Young Child w/ Developmental Delay	1,955	64	1,891	0.18%
<b>Total</b>	<b>118,462</b>	<b>2,276</b>	<b>116,186</b>	<b>11.16%</b>

Source: District reported data via MOSIS and/or Core Data Screens 11 and 16. Child Count data is as of December 1

Incidence rate = Total excluding PPPS / K-12 district enrollment

### School-age Educational Environments (SPP 5)

The following table indicates the amount of time that students with disabilities are included in the regular education classroom.

Placement Categories	2007-2008		2008-2009		2009-2010	
	#	%	#	%	#	%
Inside Regular Class >79% (SPP 5a)	74,149	58.39%	72,244	59.25%	70,797	59.76%
Inside Regular Class 40-79%	32,876	25.89%	30,821	25.28%	29,752	25.12%
Inside Regular Class <40% (SPP 5b)	12,692	9.99%	11,966	9.81%	11,329	9.56%
Private Separate (Day) Facility*	894	0.70%	879	0.72%	714	0.60%
Public Separate (Day) Facility*	1,820	1.43%	1,784	1.46%	1,708	1.44%
Homebound/Hospital*	704	0.55%	695	0.57%	697	0.59%
Private Residential Facility*	5	0.00%	1	0.00%	4	0.00%
Correctional Facility	169	0.13%	98	0.08%	68	0.06%
Parentally Placed Private School	2,476	1.95%	2,258	1.85%	2,276	1.92%
State Operated Separate School <sup>^</sup>	1,205	0.95%	1,177	0.97%	1,117	0.94%
<b>Total School Age</b>	<b>126,990</b>	<b>100.00%</b>	<b>121,923</b>	<b>100.00%</b>	<b>118,462</b>	<b>100.00%</b>
<b>Total of Separate Placements* (SPP 5c)</b>	<b>4,628</b>	<b>3.64%</b>	<b>4,536</b>	<b>3.72%</b>	<b>4,240</b>	<b>3.58%</b>

Source: District reported data via MOSIS and/or Core Data Screen 11

\*"Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated Separate School

<sup>^</sup>This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

### Percent of Students by Race/Ethnicity (SPP 9/10)

The following table indicates the percentage of students by race for total enrollment, special education child count and disability categories (special education data excludes PPPS students)

	White %	Black %	Hispanic	Asian %	Indian %	Total %
Total District Enrollment (K-12)	72.75%	20.81%	3.77%	2.23%	0.43%	100.00%
Total IEP Child Count (3-21)	75.36%	20.05%	2.91%	1.13%	0.55%	100.00%
Mental Retardation	65.18%	30.32%	2.92%	1.09%	0.49%	100.00%
Emotional Disturbance	65.84%	31.21%	1.78%	0.38%	0.79%	100.00%
Speech/Language Impairment	80.20%	14.70%	3.12%	1.50%	0.48%	100.00%
Specific Learning Disability	72.15%	23.23%	3.23%	0.72%	0.67%	100.00%
Other Health Impairment	80.25%	16.90%	1.72%	0.56%	0.56%	100.00%
Autism	79.57%	14.92%	2.47%	2.63%	0.40%	100.00%

Source: District reported data via MOSIS and/or Core Data Screens 11 and 16

## Student Assessment Data

### Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3b and 3c)

The following table indicates statewide assessment results for students with disabilities

Grade	Acct	Rept	Number Top Two	Part Rate (SPP 3b)	Percent Top Two	Acct	Rept	Number Top Two	Part Rate (SPP 3b)	Percent Top Two (SPP 3c)
<b>2009-10 - IEP MAP and MAP-A</b>										
	<b>Communication Arts</b>						<b>Mathematics</b>			
3	10,083	10,064	2,772	99.81%	27.5%	10,080	10,062	3,390	99.82%	15.3%
4	10,416	10,400	3,115	99.85%	30.0%	10,417	10,398	3,425	99.82%	30.7%
5	9,889	9,877	2,788	99.88%	28.2%	9,894	9,880	3,106	99.86%	33.7%
6	9,437	9,414	2,015	99.76%	21.4%	9,436	9,411	2,602	99.74%	32.9%
7	9,001	8,974	1,803	99.70%	20.1%	8,996	8,950	2,302	99.49%	31.4%
8	8,753	8,707	1,788	99.47%	20.5%	8,748	8,699	1,982	99.44%	27.6%
HS	7,384	7,338	2,637	99.38%	35.9%	7,136	7,075	2,004	99.15%	28.3%
3-5	30,388	30,341	8,675	99.85%	28.6%	30,391	30,340	9,921	99.83%	32.7%
6-8	27,191	27,095	5,606	99.65%	20.7%	27,180	27,060	6,886	99.56%	25.4%
All	64,963	64,774	16,918	99.71%	26.1%	64,707	64,475	18,811	99.64%	29.2%
<b>2008-09 - IEP MAP and MAP-A</b>										
	<b>Communication Arts</b>						<b>Mathematics</b>			
3	10,826	10,807	2,853	99.82%	26.4%	10,820	10,788	3,382	99.70%	31.3%
4	10,667	10,644	2,917	99.78%	27.4%	10,674	10,646	3,145	99.74%	29.5%
5	10,274	10,245	2,587	99.72%	25.3%	10,267	10,233	2,642	99.67%	25.8%
6	9,659	9,630	1,862	99.70%	19.3%	9,660	9,629	2,402	99.68%	24.9%
7	9,315	9,284	1,711	99.67%	18.4%	9,323	9,275	2,187	99.49%	23.6%
8	9,250	9,207	1,534	99.54%	16.7%	9,250	9,201	1,705	99.47%	18.5%
HS	7,205	7,140	2,333	99.10%	32.7%	6,271	6,226	1,706	99.28%	27.4%
3-5	31,767	31,696	8,357	99.78%	26.4%	31,761	31,667	9,169	99.70%	29.0%
6-8	28,224	28,121	5,107	99.64%	18.2%	28,233	28,105	6,294	99.55%	22.4%
All	67,196	66,957	15,797	99.64%	23.6%	66,265	65,998	17,169	99.60%	26.0%
<b>2007-08 - IEP MAP and MAP-A</b>										
	<b>Communication Arts</b>						<b>Mathematics</b>			
3	10,518	10,503	2,707	99.86%	25.8%	10,519	10,498	3,176	99.80%	30.3%
4	10,460	10,443	2,484	99.84%	23.8%	10,461	10,443	2,898	99.83%	27.8%
5	9,898	9,886	2,307	99.88%	23.3%	9,903	9,885	2,373	99.82%	24.0%
6	9,473	9,440	1,693	99.65%	17.9%	9,468	9,431	2,175	99.61%	23.1%
7	9,310	9,288	1,480	99.76%	15.9%	9,303	9,270	1,903	99.65%	20.5%
8	9,061	9,006	1,281	99.39%	14.2%	9,057	9,002	1,441	99.39%	16.0%
HS	7,705	7,620	664	98.90%	8.7%	9,043	8,933	1,321	98.78%	14.8%
3-5	30,876	30,832	7,498	99.86%	24.3%	30,883	30,826	8,447	99.82%	27.4%
6-8	27,844	27,734	4,454	99.60%	16.1%	27,828	27,703	5,519	99.55%	19.9%
All	66,425	66,186	12,616	99.64%	19.1%	67,754	67,462	15,287	99.57%	22.7%

Source: MAP Assessment - includes MAP and MAP-A results

Participation Rate (Part Rate) = Reportable / Accountable

Proficient or Advanced Percent (Percent Top Two) = (Number of Proficient + Number of Advanced) / Reportable

HS: Communication Arts = grade 11 Mathematics = grade 10 Totals also required include End of Course exams

Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced

## Evaluation, Parent Involvement and Suspension/Expulsion Data

### District Adequate Yearly Progress (AYP) for Students with Disabilities (SPP 3a)

Student assessment data is evaluated for AYP purposes for a specific subgroups of students, one of which is students with disabilities. For district AYP status, refer to School Data and Statistics website: <http://www.dese.mo.gov/schooldata/>

### Initial Evaluation Timelines (SPP 11)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	2005-06	2006-07	2007-08	2008-09	2009-10
Number evaluated	4,104	1,994	4,298	3,728	3,765
Number within acceptable timelines	3,888	1,869	4,149	3,644	3,643
Percent within acceptable timelines	94.74%	93.73%	96.53%	97.75%	96.76%

Note: Data collected from districts in year prior to MSIP review; therefore statewide reporting includes approximately 1/5 of all school districts in the state each year

### Parent Survey Data (SPP 8)

Parents are asked about their level of involvement with their children's education on the MSIP Parent Survey. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities.

Reporting Year	2006-07	2007-08	2008-09	2009-10
Total Responses	6,426	5,917	7,337	6,592
Number Agree/Strongly Agree	4,461	4,271	5,103	4,565
% Agree/Strongly Agree	69.4%	72.2%	69.6%	69.3%

Source: MSIP Parent Advance Questionnaire

Note: Data collected from districts in year prior to MSIP review; therefore statewide reporting includes approximately 1/5 of all school districts in the state each year

### Suspension/Expulsion Data (SPP 4a)

School Year 2008-2009	State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	#	Rate per 100 students	#	Rate per 100 students	
OSS - All	15,476	13.3	51,498	5.6	2.39
OSS > 10 Days	3,100	2.7	9,033	1.0	2.73
ISS - All	20,021	17.2	80,442	8.7	1.98
ISS > 10 Days	2,205	1.9	6,620	0.7	2.65
Total OSS and ISS	35,497	30.6	131,940	14.3	2.14
Incident Counts	Incidents IEP		Incidents nonIEP		Ratio of IEP : NonIEP rate
	#	Rate per 100 students	#	Rate per 100 students	
	#	Rate per 100 students	#	Rate per 100 students	
OSS - All	31,695	27.3	93,381	10.1	2.70
OSS > 10 Days	3,218	2.8	9,444	1.0	2.71
ISS - All	51,739	44.5	186,145	20.1	2.21
ISS > 10 Days	2,234	1.9	6,694	0.7	2.66
Total OSS and ISS	83,434	71.8	279,526	30.2	2.37

Source: District reported data via MOSIS and/or Core Data Screens 9, 11 and 16

# is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5k-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS > 10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

## Secondary Transition Data

### Graduation / Dropout Data for Students with Disabilities (SPP 1, 2)

The following table indicates the numbers and percents of students with disabilities who graduate or drop out from school

	2007-08	2008-09	2009-10	2009-10*
<b>Graduation data (SPP 1)</b>				
Number of students with disabilities who graduated	6,873	7,069	7,150	7,150
Graduation rate for students with disabilities	77.42%	78.58%	80.72%	78.27%
<b>Dropout data (SPP 2)</b>				
Number of students with disabilities ages 14 - 21	45,259	43,211	41,675	42,273
Number of students with disabilities who dropped out	2,005	1,927	1,708	1,985
Dropout rate for students with disabilities	4.43%	4.46%	4.10%	4.70%

Source: District reported data via MOSIS and/or Core Data Screens 12 and 11

Graduation rate = Graduates / (Graduates + Dropouts) x 100

Dropout rate = Dropouts / 14-21 Child Count x 100

For students ages 14-21 the following exit categories are combined for the number of dropouts: 03-Received a Certificate, 04-Reached Max Age, 07-Moved, Not known to continue and 08-Dropped out

NA - Elementary districts do not report their high school students, therefore will not have a graduation or dropout rate.

\*Totals include data reported by Dept of Corrections. Data reported by DOC are excluded from the other totals

### Secondary Transition Plans (SPP 13)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	2005-06	2006-07	2007-08	2008-09	2009-10
Total Reviewed	460	504	537	573	587
Number Met	216	372	443	505	536
Percent Met	46.96%	73.81%	82.50%	88.13%	91.31%

Note: Data collected from districts in year prior to MSIP review; therefore statewide reporting includes approximately 1/5 of all school districts in the state each year

### Follow-up on Previous Year's Graduates and Dropouts (IEP) (SPP 14)

Districts are required to follow-up with all graduates and dropouts in the year after leaving high school. The following table indicates the district-reported data.

School Year: 2009-2010		Graduates		Dropouts		Total	
		#	%	#	%	#	%
(1) 2-year College	completed at least one term	1,464	21.3%	7	0.4%	1,471	17.1%
(2) 4-year College		555	8.1%	4	0.2%	559	6.5%
(3) Non-College		238	3.5%	20	1.2%	258	3.0%
(4) Employed (Competitively)	at least 20 hrs per week for 90 days	1,608	23.4%	171	10.1%	1,779	20.7%
(5) Employed (Not Competitively)		110	1.6%	10	0.6%	120	1.4%
(6) Military		176	2.6%	3	0.2%	179	2.1%
(7) Other		850	12.3%	345	20.4%	1,195	13.9%
(8) Continuing Ed - did not complete 1 term		677	9.8%	33	2.0%	710	8.3%
(9) Employed - less 20 hrs/week or 90 days		466	6.8%	52	3.1%	518	6.0%
(10) Unknown		742	10.8%	1,047	61.9%	1,789	20.9%
(11) Not Available		159		92		251	
Total (excludes Not Available)		6,886	100.0%	1,692	100.0%	8,578	100.0%
A. Enrolled in higher education*		2,019	29.3%	11	0.7%	2,030	23.7%
B. Enrolled in higher education or competitively employed*		3,803	55.2%	185	10.9%	3,988	46.5%
C. Total Employed / continuing Education*		4,151	60.3%	215	12.7%	4,366	50.9%

Source: District reported data via MOSIS February Follow-up file

#### \*Summary Calculations

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education for at least one complete term or competitively employed for 20 hours a week for at least 90 days [(1) + (2) + (4) + (6)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed or in some other employment for 20 hours a week for at least 90 days [(1) + (2) + (3) + (4) + (5) + (6)]